

AND ERASMUS+ STUDENTS WITH DISABILITIES STUDENTS WITH CARING RESPONSIBILITIES



// It would have made a big difference if I had known exactly what support was available in the host country. It would help us to plan ahead and feel more secure".
– Student from Portugal



// Finding a suitable rental in Europe is now a big problem. After a certain age, you can't stay in a dorm room anymore, not with children".
– Student from Turkey



// I had no idea about the accessibility of the dorms or how to move around the city. It felt like I was planning everything in the dark".
– Student from Finland.



// I couldn't engage in social activities or meet new people because I was always focused on my caregiving duties. It was hard to balance my academic life and have a social life, especially when I had no support system".
– Student from Lithuania.

<https://inclusion.iscte-iul.pt>

BEFORE MOBILITY

STEP 1 Awareness & Promotion

- Include students with disabilities in city-wide welcome campaigns and promotional materials about studying in your city.
- Raise awareness among local service providers, transport operators, and housing agencies about the needs of incoming students with disabilities.

STEP 2 Information & Advising

- Provide higher education institutions with up-to-date information about accessible transport, housing, healthcare, and local NGOs so they can share it with Erasmus+ students.
- Maintain a dedicated section on the city website with practical accessibility information for international students with disabilities.

STEP 3 Welcoming Students in the City

- Ensure all city-organised welcome events for Erasmus+ students are physically accessible and include provisions for different disability types (such as hearing loops, ramps, and clear signage).
- Provide information on accessible transport and city maps highlighting accessible routes, entrances, and facilities.

DURING MOBILITY

STEP 4 Daily Life in the City

- Ensure public transport, cultural venues, sports facilities, and social spaces are accessible and that Erasmus+ students with disabilities are actively included in city life.
- Collaborate with student unions and local NGOs to plan inclusive extracurricular activities accessible to students with different disability types.

AFTER MOBILITY

STEP 5 Follow-up and Feedback

- Collect feedback from Erasmus+ students with disabilities to identify gaps and improve city-level accessibility and support.
- Encourage students to act as ambassadors, sharing their experience of the city to attract future exchange students with disabilities.



BEFORE MOBILITY

STEP 1 Awareness & Promotion

- Include students with caring responsibilities in city-wide welcome campaigns and promotional materials about studying in your city.
- Raise awareness among local service providers, housing agencies, schools, and daycare providers about the needs of incoming students with caring responsibilities.

STEP 2 Information & Advising

- Provide higher education institutions with up-to-date information about family housing, daycare, schools, healthcare, and local NGOs so they can share it with Erasmus+ students.
- Maintain a dedicated section on the city website with practical information for international students with caring responsibilities.

DURING MOBILITY

STEP 3 Daily Life in the City

- Ensure cultural venues, sports facilities, and social spaces are family-friendly and that Erasmus+ students with caring responsibilities are actively included in city life.
- Collaborate with student unions and local NGOs to plan inclusive activities suitable for students with caring responsibilities and their families.

AFTER MOBILITY

STEP 4 Follow-up and Feedback

- Collect feedback from Erasmus+ students with caring responsibilities to identify gaps and improve city-level family support and services.
- Encourage students to act as ambassadors, sharing their experience of the city to attract future Erasmus+ students with caring responsibilities.



ERASMUS+ STUDENTS WITH DISABILITIES AND STUDENTS WITH CARING RESPONSIBILITIES



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Vilnius University

BEFORE MOBILITY

STEP 1 Awareness & Promotion

- Involve students with disabilities in planning support services, guidelines and staff training at your higher education institution.
- Integrate photos and references to students with disabilities in the marketing materials on study abroad of your institution.
- Invite former Erasmus+ students with disabilities to share their experiences, for instance in your higher education institution's social media.

STEP 2 Information & Advising

- Proactively communicate support services, including Erasmus+ top-up grants and other disability-related funding, via institutional intranet/ website and mobile apps.
- Invite former Erasmus+ students with disabilities to share their experiences at your information sessions about study abroad.
- Ask your partner institutions to share up-to-date information about accessibility of their campus premises, availability of accessible student housing and transportation in the city, possible health care services, local NGOs, etc.
- Provide one-to-one guidance and help students with finding and selecting a host institution that can best accommodate them.

STEP 3 Pre-Departure Arrangements

- Once you have nominated a student with disabilities, contact the International Office of your partner institution and suggest that they organize an online meeting with the student to give personal guidance and answer any questions. Join this meeting if possible.
- Assist in the paperwork and facilitate the application procedures for receiving additional funding and support services for students with disabilities.

DURING MOBILITY

STEP 4 Follow-up

- Maintain continuous communication with the students and the International Office of your partner institution to stay informed about the needs of the students with disabilities.
- Take on a mediating role when the students are unable to advocate for themselves.

AFTER MOBILITY

STEP 5 Post-Mobility Arrangements

- Collect feedback that is particularly connected to experiences of students with disabilities to develop processes and practices at your institution (e.g. by on-site return sessions after the mobility, personal discussions or online survey).
- Invite students with disabilities to share their experiences with prospective new Erasmus+ students at the information session about study abroad.
- Encourage students with disabilities to share their experiences through social media or podcasts.



BEFORE MOBILITY

STEP 1 Awareness & Promotion

- Include information regarding students with disabilities in the Erasmus+ Fact Sheet.
- Integrate photos and references to students with disabilities in the marketing materials of your higher education institution.

STEP 2 Information & Advising

- Agree about the most suitable information and advising channels with the International Office colleagues of your partner institutions (e.g. brochures, website information, video clips or online Q&A sessions for prospective applicants).
- In partnership with the city, collect, update regularly and share practical information and links about accessible student housing and public transportation, health care services, local NGOs, etc.

STEP 3 Pre-Arrival Arrangements

- Once your partner institution has nominated a student with disabilities, suggest an online meeting to give personal guidance, provide relevant practical information and answer any questions.
- Inform relevant faculty and staff members of the arrival of the student with disabilities and coordinate with the partner institution's International Office to ensure smooth planning and arrival.
- Select a buddy/student tutor who has previous experience, other knowledge or interest in guiding and supporting students with disabilities; if possible, a student with disability.

DURING MOBILITY

STEP 4 Follow-up

- Ask about accessibility needs in the registration form and ensure all orientation venues and events are accessible (e.g. hearing loops, ramps and elevators, signage).
- Confirm that the student buddy helps and supports the student in navigating the campus at the arrival and during the first days.

STEP 5 Studies and Social Life

- Set up clear communication between academic, administrative, and support units, and coordinate with stakeholders (e.g. local NGOs) to ensure tailored, flexible support for students with disabilities, with clear contact points for issues or emergencies.
- Act as intermediary for the student with disabilities to deal with medical and psychological needs, when necessary, as coordination between home and host institution helps students better navigate services available for them.
- Plan and organize extracurricular activities (social, cultural, sports) in which their accessibility is considered. Encourage student unions and student associations to consider accessibility when planning events for students.

AFTER MOBILITY

STEP 6 Post-Mobility Arrangements

- Collect feedback that is particularly connected to experiences of incoming students with disabilities to develop processes and practices at your institution (e.g. by on-site feedback sessions, personal discussions or online surveys).
- Encourage students with disabilities to share their experiences and to promote studying abroad at your institution (e.g. in your institution online newsletters to partner institutions, social media posts or podcasts).



BEFORE MOBILITY

STEP 1 Awareness & Promotion

- Involve outgoing students with caring responsibilities in planning support services, guidelines and staff training at your institution.
- Invite former students with caring responsibilities to share their experiences, for instance in your higher education institution's social media.
- Integrate photos and references to students with caring responsibilities in the marketing materials on study abroad of your higher education institution.

STEP 2 Information & Advising

- Proactively communicate support services, including Erasmus+ top-up grants and other caring responsibilities-related funding, via institutional intranet/website and mobile apps.
- Invite former Erasmus+ students with caring responsibilities to share their experiences at your information sessions about study abroad.
- Ask your partner institutions to share up-to-date information about services for students with caring responsibilities, such as family housing, schools and childcare.
- Provide one-on-one guidance and help students with caring responsibilities with finding and selecting a host institution and city that can best accommodate their needs.

STEP 3 Pre-Departure Arrangements

- Once you have nominated a student with caring responsibilities, contact the International Office of your partner institution and suggest that they organize an online meeting with the student to give personal guidance and answer any questions. Join this meeting if possible.
- Assist in the paperwork and facilitate the application procedures for receiving additional funding and support services for students with caring responsibilities.

DURING MOBILITY

STEP 4 Follow-up

- Maintain continuous communication with the students and the International Office of your partner institution to stay informed about the needs of the students with caring responsibilities.
- Take on a mediating role when the students are unable to advocate for themselves.

AFTER MOBILITY

STEP 5 Post-Mobility Arrangements

- Collect feedback that is particularly connected to experiences of students with caring responsibilities to develop processes and practices at your institution (e.g. by on-site return sessions after study abroad, personal discussions or online survey).
- Invite students with caring responsibilities to share their experiences with prospective new Erasmus+ students at the information session about study abroad.
- Encourage students with caring responsibilities to share their experiences through social media or podcasts.



BEFORE MOBILITY

STEP 1 Awareness & Promotion

- Include information regarding students with caring responsibilities in the Erasmus+ Fact Sheet.
- Include photos and references to students with caring responsibilities in the marketing materials of your higher education institution.

STEP 2 Information & Advising

- Agree about the most suitable information and advising channels with the International Office colleagues of your partner institutions (e.g. brochures, website information, video clips or online Q&A sessions for prospective applicants).
- In partnership with the city, collect, update regularly and share practical information and links about housing, day care, schools, health care services, local NGOs, etc. on family matters.

STEP 3 Pre-Arrival Arrangements

- Once your partner institution has nominated a student with caring responsibilities, suggest an online meeting to give personal guidance, provide relevant practical information and answer any questions.
- Inform relevant faculty and staff members of the arrival of the student with caring responsibilities and coordinate with the partner institution's International Office to ensure smooth planning and arrival.
- Select a buddy/student tutor who has previous experience, other knowledge or interest in guiding and supporting students with caring responsibilities.

DURING MOBILITY

STEP 4 Arrival, Orientation and Welcome Events

- Organize welcome events for students during regular office hours to enable the participation of students with caring responsibilities and ensure that facilities are family friendly.
- Host events specifically for students with caring responsibilities, open to both local and international students to enhance networking and peer support.

STEP 5 Studies and Social Life

- Set up clear communication between academic, administrative, and support units, and coordinate with city stakeholders (e.g. NGOs) to ensure tailored, flexible support for students with caring responsibilities with clear contact points for issues or emergencies.
- Plan and organize family-friendly extracurricular activities (social, cultural, sports). Encourage student unions and student associations to consider students with caring responsibilities when planning events for students.

AFTER MOBILITY

STEP 6 Post-Mobility Arrangements

- Collect feedback that is particularly connected to experiences of incoming students with caring responsibilities to develop processes and practices at your institution (e.g. by on-site feedback sessions, personal discussions or online surveys).
- Encourage students with caring responsibilities to share their experiences to promote study abroad through institutional communication channels (e.g. in your institution's newsletter, webpages or social media posts).



